Emergency Kits

English/Language Arts:
- Writing pamphlets, brochures, and other educational materials related to the kits, their purpose, their use, and their distribution.
- Reading various research and best practices related to emergency management and kit creation and distribution
- Writing letters and communicating with various emergency management officials, corporations, etc to acquire donations, information, etc.
- Reading literature that comes out of a historical context related to disaster preparation and mitigation (i.e. Cold War and *The Crucible*) and connecting that to present-day situation.

Math:
- Budgeting related to the creation of kits – i.e. how many kits will be created and distributed, what are the components of the kits, how much do those components cost, are there lower cost alternatives, how will we pay for these materials?
- Determining the eventual impact of kit distribution using mathematical models and systems analysis.
- Designing and implementing surveys and then analyzing the data to determine what types of kits are needed, what level of pre-existing knowledge exists related to kits and their uses, etc.

Science:
- Understanding the science behind certain components of kits. Ex. Hand-cranked radio. This is a radio that can operate on power generated from hand-cranking rather than batteries (which may die) or electricity (which may be out during an emergency). But how does it work?
- Understanding the earth science, geology, meteorology, etc that lead to various natural disasters as background research to determining which disasters are more likely to occur in your area and thus determining which type of kit you should create and distribute. (i.e. no blizzard kits in Hawaii)
- Using the scientific method to evaluate the impact of the program – i.e. did this project work?

Social Studies:
- Researching public policy related to emergency management at various levels of government (i.e. U.S. Department Homeland Security, state Homeland Security, local police, etc).
- Understanding differential distribution of resources during disasters and why that might be, including social factors
- Understanding root causes of conflict including tolerance/diversity issues – how do those affect communities locally, nationally, internationally?
- Researching historic responses to emergencies – looking at case studies
- Writing letters to elected officials to inform them of the project

Health:
- Understanding the public health implications of various disasters (i.e. lack of clean drinking water). Using that knowledge to inform the components of your kits.
- Understanding appropriate survival nutrition and develop a menu for items that are appropriate for the kit.

Art:
- Using graphic design and other visual art techniques to dress up brochures and other written material to aid in the distribution and use of such material.
- Decorate kits with appropriate pictures and words

Family Involvement:
- Have students work with their parents to create a list of items that they think are needed for the emergency kit.
- Have students create an emergency plan with their families.
- Invite parents to assist their students to putting together the kits.
- Hold a family event where parents can pick-up their kit, and hear about the contents from their students.

Workforce Development:
- Exploring various careers related to emergency management and kit creation/distribution

Foreign Language:
- Translating any documentation related to the kit into a foreign language (including Braille and sign language as appropriate)